

The Louisiana Department of Education (LDOE) recognizes that great teachers and school leaders are critical to student success. Annually, the LDOE, in partnership with Dream Teachers and the Louisiana Association of Principals, honors the state's most exceptional principals through the Principal of the Year program.

The Louisiana Principal of the Year awards program is an annual event designed to recognize and honor outstanding leaders from local school systems throughout the state. The program provides an opportunity to focus public attention on school leaders who are ensuring that students make academic progress that leads to college or a career.

Submission Guidelines:

Application:

- Applicants must use the application template provided, using 12 point, single-spaced font (Times Roman, Arial, Calibri, or Cambria) and adhere to page limitations.
- Applicant's Compass, SPS, and student growth data will be considered.

File Submission:

- Each application should be sent as one single PDF file, with the application first followed by the supplemental documents as listed in section IV.
- When emailing the application, the PDF file name and the subject line of the email should be titled as follows: district/LEA's name and applicant's first and last name (e.g. Acadia: Jane Doe Elementary POY Application).
- Only complete application packets will be accepted (refer to submission guidelines and supplemental checklist).
- Submissions, including the district nominations tracker, must be emailed to excellenteducators@la.gov **no later than 5 p.m. CT on Thursday, January 8, 2015.**

Please email excellenteducators@la.gov with any questions on the application process.

I. BASIC INFORMATION

Name: Carolyn Bosley

Personal Phone Number: 337-396-5210

Preferred Email Address: cbosley@vpsb.k12.la.us

School: Rosepine Elementary

District/LEA: Vernon

Grade(s) of School: PreK - 6th

Total Enrollment: 777

How many years have you been the administrator at this particular school? 3 years

Are you a member of the Louisiana Association of Principals' national principal organization? If yes, check below:

I am a member of the Louisiana Association of Principals/National Association of Elementary School Principals or the Louisiana Association of Principals/National Association of Secondary School Principals.

** Please note: If chosen as the state winner, you must be a member of one of these organizations by January 31, 2015, to be considered for the 2016 national competition. Contact Debra Schum @ debra.schum@laprincipals.org for more information.



II. STUDENT DATA AND REFLECTION

What were your goals for students last year? What were the most important things you did to achieve these goals? Did students achieve your goals? If so, what led to that? If not, what would you have done differently?
(Two pages or less)

Test results from 2013 indicated that 86% of our students were proficient in ELA and 79% of students were proficient in math. My overarching goal was to move our school from a C school to an A school in two years. However, my goal for students last year was to increase student achievement by at least 3% in ELA and math proficiency. Although I desired greater, I wanted a goal that was challenging yet reachable, so that our students and faculty could get a taste of victory. We met our ELA goal by improving student proficiency 3% and in math by an increase of 8%. Not only were we able to meet our student goals, we met our goal of becoming an A school in two years.

In order to have an understanding of my goals for last year, I must take you back one more year. I had just become the leader of a school in decline for three consecutive years and I was the third administrator in the last three years. Morale was low, there was no common goal, and the school basically just existed. As I took the leader position, I spent a great deal of time reflecting on data and what had been done in the past. I decided that in order for us to improve student achievement, we had to start with teacher morale. We needed to do something different in order to get different results and I just had to get the faculty to see this as well. I started out by sharing my vision with the leadership team and we began working to build morale. I took the faculty on a "field trip" to visit another school in another parish which was known for its positive culture. The majority of our faculty went and the fire was ignited. We did a book study along with this and we soon began to see huge morale changes at our school. Our school was on the right track! That year we moved to a B school. With the growth we had experienced the year before, I felt we must push forward to achieve our goal of becoming an A school. I felt that we had to have smaller goals in order to reach our overarching goal, so the leadership team met with the grade level chairpersons to create one common goal in ELA and one in math. We, the leadership team, looked at data and determined that a 3% growth in each area would be a challenging, yet attainable goal. We met with the faculty and everyone agreed.

Now that we all knew what our goals were, our work was just beginning. At this point, I felt we needed to provide students with testing strategies, track student achievement, and assist teachers with better instructional practices. The first place we started was to redesign our Professional Learning Communities. Our PLC's, which were basically grade level meetings, would now become data driven meetings. Each grade level met once a week to analyze student work. Teachers began using common formative assessments and looking at the data to determine their next steps for instruction. We began monthly vertical alignment meetings to ensure each grade level knew how to assist the next. My assistant principal or I attended every PLC meeting. A great deal of work occurred in these meetings and it paid off!

Next, I gave the teachers a challenge. We have students on our campus for thirty minutes before the school day begins. I asked them what we could do with those children for thirty minutes each day that could be helpful to student growth. The teachers went to work! Several grade levels developed a schedule in which two teachers at each grade level would come to work thirty minutes early to remediate students in ELA and math. Both of our computer lab teachers decided to come to work thirty minutes early everyday to provide enrichment. Our



students and parents loved this! I've heard many testimonies from parents stating that their children were asking their parents to bring them to school early, so they could participate.

Now that we had some really good things in place, I felt it was time to take a look at instruction. We have awesome teachers, but they needed feedback to ensure they were on the right track or guidance if they were going in the wrong direction. I created a walk-through schedule in which my assistant principal, our central office supervisor and I would be present in classrooms on a daily basis. Teachers never knew the schedule, but did know that someone would be in their classrooms weekly. We observed fifteen to twenty minutes and provided teachers with a copy of the observation immediately. We would meet with the teachers at some point during the day to briefly discuss what we saw. If additional assistance was needed, we explained what we would do to help. Some of the things we did were to provide teachers the opportunity to visit other classrooms of highly effective teachers on our campus. On a few occasions we made arrangements for teachers to visit classrooms in other schools. After they observed, we met to discuss implementation of strategies in their own classrooms.

Realizing how important it is to have goals, I called for an assembly with 3rd – 6th grade students. I began to explain what our school performance score was and what we wanted it to be. The students could quickly see my competitive side. Being a former athlete, I used the analogy of the hard work it takes to become the state champions. I explained how good teams set goals for themselves. They may have an overarching goal like becoming state champions, but that they have to achieve smaller goals first like being willing to work hard, having a good attitude, winning the game, then becoming the district champions and then reaching their goal of becoming state champions. After this pep talk, each child met with his/her teacher and set personal state testing goals for themselves. These goals were real to these kiddos and they were happy to discuss them on any given day. When their scores came back, many of them were excited to see they not only met their goal, but far exceeded it.

I will admit I was a bit nervous of all the changes I had put into place, but knew that they were much needed and hoped they would not be too much! I believe our scores are evidence that we did the right things. I am not only proud of the school performance score we have earned, but I am extremely proud of the school we have become. We have a positive environment that is noticeable the moment you walk through our doors. Our teachers are happy, our students are happy and our parents are pleased to send their children to us to learn. As we move forward, we will continue to aim for the moon and if we miss, we will be happy to land among the stars!

III. INSTRUCTIONAL PRACTICE AND REFLECTION

Summarize how you support teachers as they plan, instruct, and assess in a way that aligns to higher academic standards. Include the processes you have in place for providing timely, meaningful feedback and professional development opportunities to teachers as needed. Explain how you support teachers who are struggling, and challenge those who are excelling, while maintaining high standards for all. (Two pages or less)

The most significant thing we have done to support teachers is to build our support system around the Danielson Rubric. This has taken a good deal of work, but as in all hard work, it has been well worth it. When the Danielson Rubric was first implemented, we met as a faculty to ensure everyone understood the rubric. We discussed the expectations and watched videos of teachers teaching lessons and each of our teachers practiced scoring the lesson using the Danielson Rubric. The feedback on this activity from teachers was overwhelmingly positive. They felt they had a better understanding of what was expected of them. This was the foundation work for all that we have done moving forward.

Last year, we implemented several new processes that we continue to use, all of which were constructed around the rubric to support all of our teachers. The first thing we did was to implement the use of an online lesson plan system. This makes it easier for my assistant principal and me to check lesson plans and correspond with teachers regarding any concerns. We check plans every Monday to ensure the correct standards are being addressed and that the plans align with the Danielson Rubric. If we spot an issue, we contact the teacher through the system and immediately correspondence begins.

Next, we redesigned our Professional Learning Communities to make them more data driven. Prior to this, PLC's were simply grade level discussions. Now, teachers use common formative assessment to determine the strengths and weaknesses in their classrooms and adjust instruction accordingly. Each grade level is now operating as one unit, rather than individual entities. My assistant principal or I attend every PLC so that our teachers know we care and want to be involved. We usually lead the meetings at the beginning of the year, but then we release leadership to the teachers. PLC's are the heartbeat of our school. This is how we stay connected as a school to ensure we are all on the same page. We also use this time for professional development to address topics the teachers feel are important to their instruction as well as strategies administration would like to bring to the table. We implemented vertical alignment meetings as well. We understood the value of our PLC's, but realized we needed to meet with surrounding grades, so that our instruction could be more aligned from grade level to grade level. This too is crucial to our school.

Walk-throughs are another important process we have put into practice. In hopes of keeping anxiety down, we had a mini professional development session to discuss the purpose of the walk-throughs and to answer all of their questions. Once teachers understood the process was not evaluative, but rather strictly to help enhance instruction, they were onboard. I created a walk-through schedule for my assistant principal, my supervisor and myself to follow. This schedule is not shared with teachers; however we do explain that we will conduct 15-20 minute walk-throughs each day and then meet with them to provide immediate feedback.

After two months of conducting walk-throughs my assistant principal and I began informal observations. At each pre-observation conference we discuss lesson plans and work to keep teachers' anxiety low. At each post-observation conference, we are careful to share positives to build confidence and then we share "next steps", which are the areas of improvement. We provide written documentation of specific instructional



strategies each teacher can use to enhance their instruction. Then as we begin the walk-through process again, we will follow-up on those next steps. We follow the same format for formal observations. This process creates a cycle of support for our teachers.

From the data gained through the observation process, we are able to determine which teachers need further assistance and who needs challenging. My assistant and I meet with those teachers needing further assistance and we provide them with an individual learning plan. This plan explains in detail the practices they can put in place to improve. We give them time to implement these practices in their classroom before following up. If they are successful, we simply continue to give them support as needed. For this semester we had one teacher who needed further assistance. I arranged for him to observe in another teacher's classroom. While this process was going on, I met with one of our teacher leaders and explained that I needed her assistance in supporting this teacher. I explained to her which areas would be our focus. I arranged for her to have planning time with him and together they created a lesson. The teacher leader taught the lesson to his first class, while the he observed. Then the teacher taught the lesson to the next class and the teacher leader observed. The teacher going through this process today says he is finally able to understand what this type of instruction looks like in his discipline and he feels he will be able to improve his instruction after this assistance. I will give him a couple of weeks to use these strategies in his classroom and then I will observe him again. This cycle has proven to be successful and we will continue to use it as we move forward.

For the teachers who are excelling, we are continuously reaching for greater. My assistant and I met during the summer to determine how we want to challenge our teachers for the upcoming year. This summer we sent two teachers to KAGAN training and when school began we challenged all of our teachers to use the structures. I created a schedule which allowed each teacher to visit these two classrooms to see the students using these structures. Then we met in our weekly PLCs to discuss how teachers would use them in their own classrooms. My assistant and I look for these structures during our walk-throughs. So far, things are going well. We are always looking for conferences to help improve our practices.

For teachers new to teaching or new to our school, we have put together a new teacher binder which contains all information crucial for their success in instructing our students and to their evaluation. Before the school year begins, we meet with the new teachers to explain each of these processes. We provide them with a mentor teacher that will help them throughout the year. For the first several weeks of school my assistant or I meet with them to make sure they are on track. By this time a relationship is built between them and their mentor teachers, creating a smooth transition.

I am very pleased with the results we have acquired through the new support system we have built. Hard work pays off and the Rosepine Elementary team is enjoying the fruits of our labor. As we move forward, we will continue to use these processes and seek ways improve even more.

Carolyn M. Bosley

PO Box 620 ~Rosepine, LA 70659 ~ cbosley@vpsb.k12.la.us
Home: (337)463-2545 ~ Work: (337)463-4203 ~ Cell: (337)396-5210

OBJECTIVE: to obtain a full time administrative position in the field of elementary education utilizing my educational experience, leadership skills, and other related work experience.

EDUCATION:

2011 **M.A.Ed,** McNeese State University
Lake Charles, Louisiana
Masters in Educational Leadership

1998 **B.S.,** McNeese State University
Lake Charles, Louisiana
Bachelor of Arts
Elementary Education

1989 **Diploma,** Anacoco High School
Anacoco, Louisiana

EXPERIENCE:

Feb 2013 - Present **Principal - Rosepine Elementary School**
Rosepine, Louisiana
Instructional program, extra-curricular activities, public relations, building and grounds, supervision and evaluation of staff, transportation, food service, financial and business management, records and reports, student and staff welfare, and other assigned duties

2012 - Feb 2013 **Assistant Principal - Rosepine Elementary School**
Rosepine, Louisiana
Instructional program, student and staff welfare, supervision and evaluation of staff, extra-curricular activities, building and grounds, public relations

- 2010 - 2012** **Itinerate Teacher for Hearing Impaired - Rosepine Elementary School, Rosepine, Louisiana**
Teach hearing impaired students
Create Individualized Education Plans
- 2009 - 2010** **Instructional Coach, Rosepine Elementary School**
Rosepine, Louisiana
Provide organized, individual and/or group learning opportunities for teachers
- 1999-2009** **Instructor, Rosepine Elementary School**
Rosepine, Louisiana
Teach 2nd and 4th grade students
Maintain student academic cumulative records

LEADERSHIP ACTIVITIES:

- Master Teacher for 2nd grade at Rosepine Elementary
 - School Improvement Planner
 - Instructional Coach
 - Mentor for Rosepine Elementary
 - Developmental Reading Assessment Coordinator
-

AWARDS AND RECOGNITION:

- Teacher of the Month 2009 (Rosepine Elementary)
 - Teacher of the Month 2008 (Rosepine Elementary)
 - Outstanding Teacher Award 2006 (Rosepine Elementary)
 - Leadership Award 2004 (Rosepine Elementary)
-

SKILLS:

- Computer
 - Interpersonal & communication
 - Time management
 - Organizational
 - Leadership
-

References available upon request

Student Learning Target

Evaluation Type: L - Leader

Course Category: READ - Reading

Grade: N/A

Number of Students: 441

Interval of Instruction: 01 - Full Academic Year

Rating Score: 4.00 Exceptional Attainment of Target

Student Assessment Name

999 - Other LEAP & iLEAP

Student Learning Target

By the end of the year, at least 76% of 3rd - 6th grade students will score Basic or above in ELA on the LEAP/iLEAP assessments.

Rationale for SLT

More students were proficient in ELA last year than we've had in many years. However, to become an A school we must increase the number of students proficient.

Baseline Data

For the past three years an average of 83% of third through sixth grade students were proficient in ELA. Last year we saw that number rise to 86% proficient. Although we improved by 5% from the year prior, we are not satisfied with the number of students proficient in ELA. Due to the test change this year and the uncertainty of the level of rigor, I believe 76% is a high achieving goal.

Student Achievement Results

89% of 3rd - 6th grade students scored basic or higher in ELA.

Employee Report Results Comments

Employee Report Results Date: 5/20/2014

I am please with these results, but will be aiming higher for next year.

Evaluator Comments

Evaluator Comments Date: 5/27/2014

3% growth from last year.
good work

Scoring Plan

Insufficient Attainment of Target (1):	Partial Attainment of Target (2):	Full Attainment of Target (3):	Exceptional Attainment of Target (4):
Demonstrated an insufficient impact on student learning by falling far short of the target.	Demonstrated some impact on student learning, but did not meet the target.	Demonstrated a considerable impact on student learning by meeting the target.	Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
Achievement Range: Less than 60%of students score basic or above	Achievement Range: 60% - 75% of students score basic or above	Achievement Range: 76% - 85% of students score basic or above	Achievement Range: 86% or more students score basic or above

Student Learning Target

Course Category: SOCS - Social Studies **Grade:** 05 - FIFTH

Number of Students: 114

Interval of Instruction: 01 - Full Academic Year

Rating Score: 4.00 Exceptional Attainment of Target

Student Assessment Name

020 - iLEAP

Student Learning Target

By the end of the year, 65% of 5th grade students will score Basic or above on the Social Studies portion of the iLEAP assessment resulting in growth of five percentage points.

Rationale for SLT

Fifth grade Social Studies is our lowest performing subject and grade level. The scores for 2013 resulted in an average of 75% students proficient.

Baseline Data

For the past three years, an average of 66% of 5th grades students scored Basic or above on the Social Studies portion of the iLEAP assessment. Last year, 75% of 5th grade students scored Basic or higher. This has been the lowest performing subject and grade level in the past several years. Due to the test change this year and the uncertainty of the level of rigor, I believe 65% is a high achieving goal.

Student Achievement Results

93% of 5th grade students scored basic or higher on the social studies portion of the iLEAP.

Employee Report Results Comments

Employee Report Results Date: 5/20/2014

Very happy with these results.

Evaluator Comments

Evaluator Comments Date: 5/27/2014

17% growth. Fantastic growth

Scoring Plan

Insufficient Attainment of Target (1):	Partial Attainment of Target (2):	Full Attainment of Target (3):	Exceptional Attainment of Target (4):
Demonstrated an insufficient impact on student learning by falling far short of the target.	Demonstrated some impact on student learning, but did not meet the target.	Demonstrated a considerable impact on student learning by meeting the target.	Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
Achievement Range: Less than 55% of students score Basic or above	Achievement Range: 55% - 64% of students score Basic or above	Achievement Range: 65% - 74% of students score Basic or above	Achievement Range: 75% or more students score Basic or above

Student Learning Target

Evaluator Signature

Date

Carolyn Bosley
Employee Signature

5/27/14
Date

Student Learning Target

Evaluation Type: L - Leader

Course Category: READ - Reading

Grade: N/A

Number of Students: 402

Interval of Instruction: 01 - Full Academic Year

Rating Score:

Student Assessment Name

999 - Other End of Year PARCC Aligned Assessment

Student Learning Target

75 % of students in 3rd-6th grade will score 77% or higher on the end of year district created PARCC aligned assessment.

Ongoing

Students in grades 3-6 will write weekly in response to the texts in each unit of study within their ELA courses. Teachers plan to use the instructional tasks from ELA Guidebooks and maintain a record of student performance on these tasks and note the progress toward meeting the individualized goals for each student. I will monitor by reviewing the progress after each unit during grade level meetings. As I conduct formal and informal observations, I will look for the following student actions:

Daily access to on-level text

Daily use of standards to improve fluency and comprehension of on-level text

Weekly tasks that require a written or spoken response to on-level text

Timely, focused feedback on work that moves them to mastery of standards.

Rationale for SLT

Priority Content: After a comprehensive review of school-wide data following the Guidance for Principal Goal Setting, I collaborated with content teams to identify opportunities for improvement. While performance in all subject areas and a variety of skills could improve, students' ability to comprehend meaningful on-grade-level texts, and speak and write in response to these texts is the focus of this target. The iLEAP/LEAP Interpretive Guide for 2014 provides an overview of previous assessments and further defines what students are currently able to do in terms of the achievement level from the 2014 Spring assessment. However, this is not 100% aligned with our focus for this year or the way students will be assessed in Spring 2015. The LDOE English Guidebooks capture what students should be able to do by the end of the year particularly related to texts and tasks. Students in grades 3rd-6th present to take the readiness assessment will be the focus of this target.

Identified population: I identified the students who were previously non-proficient on the state assessment. These students will receive additional support throughout the year through RTI, enrichment lab, and small group instruction.

Student Learning Target

Baseline Data

After our team identified ELA as the focus area, we reviewed additional data related to how our students performed on the 2013-2014 3rd-6th LEAP/iLEAP assessments. More specifically, we focused on the Research to Build Knowledge and Reading and Responding sections. Students performed as follows:

Reading and Responding

- 32% scored 0-63
- 23% scored 64-74
- 22% scored 75-85
- 2% scored 86-100

Research to Build Knowledge

- 32% scored 0-56
- 27% scored 57-63
- 19% scored 64-77
- 13% scored 78-89
- 11% scored 90-100

After reviewing this data, 3rd-6th grade teachers administered a district created PARCC aligned readiness assessment. This assessment contained 30 items from the prior grade level standards. On a 30 item test the lowest average score (C) is a 77%. Of the 3rd-6th grade students taking the readiness assessment 28% scored a 77 or higher.

Based on these results, I can conclude that students will need more practice with on-level texts and repeated opportunities to write in response to those texts in order to achieve success with 3rd-6th ELA CCSS.

Student Achievement Results

Employee Report Results Comments

Employee Report Results Date:

Evaluator Comments

Evaluator Comments Date:

Scoring Plan			
<p>Insufficient Attainment of Target (1):</p> <p>Demonstrated an insufficient impact on student learning by falling far short of the target.</p>	<p>Partial Attainment of Target (2):</p> <p>Demonstrated some impact on student learning, but did not meet the target.</p>	<p>Full Attainment of Target (3):</p> <p>Demonstrated a considerable impact on student learning by meeting the target.</p>	<p>Exceptional Attainment of Target (4):</p> <p>Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.</p>
<p>Achievement Range:</p> <p>Less than 60% of students score 77% or higher on the end of the year district created PARCC aligned assessment.</p>	<p>Achievement Range:</p> <p>60-74% of students score 77% or higher on the end of the year district created PARCC aligned assessment.</p>	<p>Achievement Range:</p> <p>75-85% of students score 77% or higher on the end of the year district created PARCC aligned assessment.</p>	<p>Achievement Range:</p> <p>86% or more students score 77% or higher on the end of the year district created PARCC aligned assessment.</p>

Student Learning Target

Course Category: MATH - Mathematics

Grade: N/A

Number of Students: 402

Interval of Instruction: 01 - Full Academic Year

Rating Score:

Student Assessment Name

999 - Other End of Year PARCC Aligned Assessment

Student Learning Target

75 % of all students score 77% or higher on the district create, PARCC aligned end of year assessment.

Ongoing

Students in grades 3-6 will engage in mathematics instruction that focuses on conceptual understanding and daily fluency exercises. Teachers will use the Modules provided by Eureka Math along with the fluency exercises. They will supplement their instruction with materials from LDOE Guidebooks, EAGLE, and Study Island.

I will monitor progress by reviewing data during PLC meetings.

During both formal and informal Observations, I will look for the use of Standards of Mathematical Practice to increase conceptual understanding. I will also look for the use of fluency Drills to ascertain that mathematical instruction is rigorous.

Student Learning Target

Rationale for SLT

After a comprehensive review of 3rd through 6th grade data, following the Guidance for Principal Goal Setting, I collaborated with content teams to identify opportunities for improvement. Student performance in mastering grade level math content at the procedural and conceptual levels was identified as an opportunity for improvement. Therefore, I will prioritize my goal around the mastery of the major math content for grades 3-6 outlined below.

Priority Content:

Grade 3

1. Developing understanding of multiplication and division and strategies for multiplication and division within 100
2. Developing understanding of fractions, especially unit fractions (fractions with numerator
3. Developing understanding of the structure of rectangular arrays and of area describing and analyzing two-dimensional shapes

Fluencies: Multiply / divide within 100; Add/subtract within 1,000

Grade 4

1. Developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends

2. Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers

3. Understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry

Fluencies: Add / subtract within 1,000,000

Grade 5

1. Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions)

2. Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and

3. Developing an understanding of volume.

Fluency: Multi-digit multiplication.

Grade 6

1. Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems.

2. Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers.

3. Writing, interpreting, and using expressions and equations.

4. Developing understanding of statistical thinking.

Total Population: all 3rd -6th grade math students at my school will be the focus of this target.

Students scoring below the 77% on the Readiness test will need targeted remediation in prerequisite skills, as well as monitoring of acquisition of on grade level skills. Students scoring above the 77% need to be monitored for the acquisition of on grade level skills.

Student Learning Target

Baseline Data

The data shows that on the 2013-2014 LEAP/ILEap the proficiency rate in mathematics increased from the previous year in all grade levels except third grade.

3rd grade 82% proficient
 4th grade 94% proficient
 5th grade 84% proficient
 6th grade 87% proficient

Teachers administered a readiness test to measure students' ability to build on knowledge from the previous year. We considered a score of 77% on this readiness to show proficiency.

3rd grade 0% proficient
 4th grade 7% proficient
 5th grade 7% proficient
 6th grade 9% proficient

Only 2% of the targeted population scored above 90% on the readiness tests.

Based on these results, it is apparent that all students have not mastered the priority skills of the previous grade level. I will use this information to set this target and guide teachers to access this information as they set their own goals and plan, instruct, and assess throughout the year.

Student Achievement Results

Employee Report Results Comments

Employee Report Results Date:

Evaluator Comments

Evaluator Comments Date:

Scoring Plan

Insufficient Attainment of Target (1):	Partial Attainment of Target (2):	Full Attainment of Target (3):	Exceptional Attainment of Target (4):
Demonstrated an insufficient impact on student learning by falling far short of the target.	Demonstrated some impact on student learning, but did not meet the target.	Demonstrated a considerable impact on student learning by meeting the target.	Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
Achievement Range: < 60 % of all students score 77% or higher on the district create, PARCC aligned end of year assessment.	Achievement Range: 60-74 % of all students score 77% or higher on the district create, PARCC aligned end of year assessment.	Achievement Range: 75-85% of all students score 77% or higher on the district create, PARCC aligned end of year assessment.	Achievement Range: >85 % of all students score 77% or higher on the district create, PARCC aligned end of year assessment.

Student Learning Target

Evaluator Signature

Date

Carolyn Bosley

Employee Signature

Date

The Louisiana Department of Education (LDOE) recognizes that great teachers and school leaders are critical to student success. Annually, the LDOE honors the state's most exceptional educators through the Teacher and Principal of the Year program.

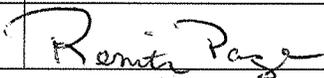
Part of the selection process allows educators, parents, and community members to provide recommendations for Teacher and Principal of the Year candidates using this form. When complete, please email this form to your candidate's Teacher/Principal of the Year coordinator. Contact information for this individual will be provided by the candidate.

Below are some of the factors which will be considered as part of the Teacher and Principal of the Year selection process. You may choose to address one or more of these factors in your recommendation.

- Teaching skill and dedication;
- Respect for and rapport with students with parents and/or coworkers;
- Contributions to school and/or community groups and activities.

If you have questions or concerns, please email excellenteducators@la.gov.

TEACHER/PRINCIPAL OF THE YEAR INFORMATION	
Indicate Teacher or Principal	Principal
Nominee's name	Carolyn Bosley
School district	Vernon Parish
School	Rosepine Elementary

RECOMMENDER INFORMATION	
Recommender name	Renita Page
Recommender's relationship to nominee	Supervisor
Recommender signature	

Letter of Recommendation (please limit to 250 words)
<p>It is my pleasure to recommend Carolyn Bosley as Principal of the Year. I was a district supervisor at Rosepine Elementary before she became principal and after she became the principal. There has been such a change in the school culture and atmosphere, since she took the lead.</p> <p>I have watched her lead her teachers in PLCs. Through these PLCs, she has encouraged cooperation among the teachers. The staff is now focused on what is best for their students. She has even inspired the teachers to come in early before school and stay late after school in order to tutor their students for free.</p> <p>There is a sense of pride at Rosepine Elementary that wasn't there before she became the principal. Under Carolyn's guidance, all stakeholders at RES want to see their school become the best that it can be.</p>

Through her caring personality and high expectations for all, the school has grown their SPS score from a "C" school to an "A" school . She has instilled in the teachers and the students her drive for wanting to be the number one school in our district.

Carolyn is a true leader and an inspiration for her school. She has made a tremendous impact on her school in her time as the instructional leader. There is not a more deserving Principal of the Year than Carolyn Bosley.

The Louisiana Department of Education (LDOE) recognizes that great teachers and school leaders are critical to student success. Annually, the LDOE honors the state's most exceptional educators through the Teacher and Principal of the Year program.

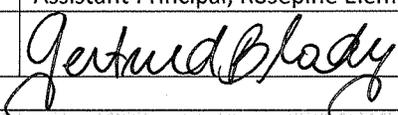
Part of the selection process allows educators, parents, and community members to provide recommendations for Teacher and Principal of the Year candidates using this form. When complete, please email this form to your candidate's Teacher/Principal of the Year coordinator. Contact information for this individual will be provided by the candidate.

Below are some of the factors which will be considered as part of the Teacher and Principal of the Year selection process. You may choose to address one or more of these factors in your recommendation.

- Teaching skill and dedication;
- Respect for and rapport with students with parents and/or coworkers;
- Contributions to school and/or community groups and activities.

If you have questions or concerns, please email excellenteducators@la.gov.

TEACHER/PRINCIPAL OF THE YEAR INFORMATION	
Indicate Teacher or Principal	Principal
Nominee's name	Carolyn Bosley
School district	Vernon Parish
School	Rosepine Elementary School

RECOMMENDER INFORMATION	
Recommender name	Gertrud Blady
Recommender's relationship to nominee	Assistant Principal, Rosepine Elementary School
Recommender signature	

Letter of Recommendation (please limit to 250 words)
<p>I have worked with Mrs. Bosley, first as a teacher, and now as an administrator over the last 15 years. During that time she has gathered experiences working with lower and upper elementary students, as well as with special education, and as our school's literacy coach, where she supported teachers in their efforts to increase in their students the joy of reading, reading comprehension, and writing abilities.</p> <p>As our principal, Mrs. Bosley has proven to be an asset for our school in many ways. She is an effective communicator who keeps all stakeholders informed about the important events and plans for the school. She is dedicated to the school and our students' educational success. She keeps herself informed about new developments and research in the field of education and shares that knowledge with our faculty. Mrs. Bosley has high expectations of her staff and holds herself to even higher standards. When she became our administrator she set out to increase the School Performance Score for Rosepine Elementary School and to change our school from a C to an A school. She accomplished this through building a stronger community of professionals by restructuring our PLC and making them</p>

more effective and meaningful for student learning. She makes sure that everything we do is aligned to our school's goals and that all stakeholders are aware of those goals. Mrs. Bosley has a way of motivating the faculty, staff, and students to strive to do their best by modeling. She never settles for the status quo, but continues to plan for higher achievement for herself, her staff, and her students.

*Teacher and Principal of the Year coordinators- Please save electronic copies of these letters in your files throughout this process.

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TEACHER/PRINCIPAL OF THE YEAR INFORMATION	
Indicate Teacher or Principal	Principal
Nominee's name	Carolyn Bosley
School district	Vernon
School	Rosepine Elementary

RECOMMENDER INFORMATION	
Recommender name	Beth Thomas
Recommender's relationship to nominee	Co-worker/Teacher Leader
Recommender signature	<i>Beth Thomas</i>

Letter of Recommendation (please limit to 250 words)

November 21, 2014

Dear Selection Committee:

I wish to express my highest recommendation for Mrs. Carolyn Bosley as Middle School Principal of the Year. Her qualifications, enthusiasm as a leader, and personal character all make her truly deserving of this title. Mrs. Bosley has high expectations for students and teachers and also holds herself to these same standards. She believes excellence can be obtained and has proven this to be true. For example, when Mrs. Bosley began her leadership as principal, Rosepine Elementary had a school score of "C." Within two years, with her enthusiastic leadership, our school moved to the top as an "A" school! Mrs. Bosley has an excellent rapport with students, teachers, and parents. The students call her by name and speak to her, as she is constantly "out and about" to ensure students have the opportunity to learn at their highest potential. Mrs. Bosley has an open door policy for students, teachers, and parents. Parents say Mrs. Bosley makes them feel welcome and appreciated. Because of this, we have an extremely active Parent Teacher Organization that has raised a considerable amount of money for improvements, materials, equipment and supplies for our school.

Mrs. Bosley has a drive for excellence that is contagious to students, teachers, and parents. She has implemented programs and procedures that have helped to ensure our students will be college and career ready. For example, our before and after school technology programs provide students with the opportunity to obtain 21st Century Skills necessary to be successful in today's marketplace.

It is exciting to discuss future goals with Mrs. Bosley as she has even greater plans to move our school forward with our students as leaders. I believe Mrs. Bosley exceeds the standards required to receive this award and would represent our community and state with dignity and pride.

Sincerely,



Beth Thomas
Teacher Leader
Rosepine Elementary

LOUISIANA DEPARTMENT OF EDUCATION
Compass Information System
Compass
Evaluation Report

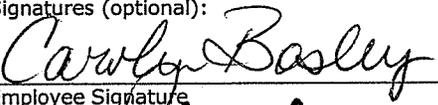
Page: 1
Date: 5/27/2014
Time: 8:15 AM

School Session: 2013 - 2014
LEA: 058 - Vernon Parish
School: 058016 - Rosepine Elementary School
Employee: CAROLYN M. BOSLEY

Evaluation Type: L - Leader
Overall Evaluation Rating: Highly Effective (3.97)
Overall Professional Practice Rating: Highly Effective (3.93)
Overall Student Growth Rating: Highly Effective (4.00)
Transitional Student Growth Data
Composite Percentile: The Louisiana Department of Education has not yet released this information.
Student Learning Target Rating: N/A
Intensive Assistance Required? No
Evaluator General Comments: great improvement in academic environment. SPS should make big strides.
Professional Practice Comments:
Student Growth Comments:
Date Evaluation Completed: 5/27/2014
Employee Acknowledgement Comments: It's been a great year. I'm looking forward to another great year.
Employee Acknowledgement Date: 5/27/2014

I have reviewed my final evaluation in its entirety. I acknowledge that I have been given an opportunity to provide a written response and to discuss the evaluation results with my evaluator, upon my request.

Signatures (optional):



Employee Signature

5/27/14
Date



Evaluator/Supervisor Signature

5/27/14
Date



IV. SUPPLEMENTAL DOCUMENTATION

- Applicant's résumé (limit: 2 pages)
- Applicant's 2013-14 student learning targets, with results
- Applicant's 2014-15 student learning targets
- Up to three letters of recommendation, using the LDOE recommendation form

IV. SIGNATURES

Applicant: <i>Carolyn Bosley</i>	Date: <i>1/5/15</i>
Superintendent/CEO (required): <i>[Signature]</i>	Date: <i>1/7/15</i>